

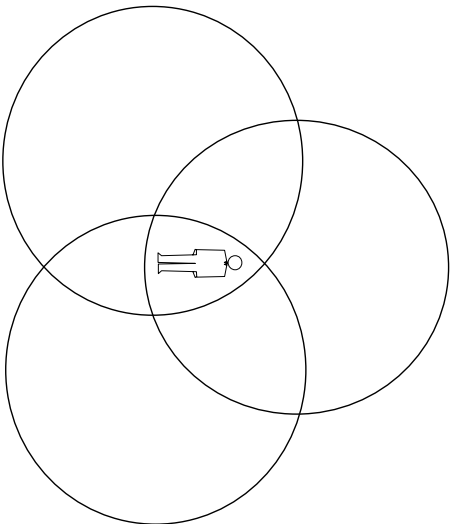


RATIONALE

Career development from youth through old age involves an understanding of the relationships between education and success in the labor market. It also involves knowing how various career opportunities fit with one's own personal characteristics.

Adults need the knowledge, skills and abilities to acquire information, make career decisions and related educational plans, obtain work and plan for the future.

This brochure attempts to list the specific competencies and indicators that serve as objectives for individuals to strive to attain as they progress through a career characterized by success and harmony.



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Adult Competencies for Life-Long Career Development

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Education
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Three career development domains encompass the knowledge, skills, and abilities adults need to acquire information and training, make career decisions, obtain or change employment, and plan for the future. Specific skills within these main areas are listed as competencies. Each competency is followed by indicators which serve as objectives in determining the extent to which the competencies have been attained. The three domains around which the competencies are grouped are:

- (1) Self-Knowledge and Personal Development,
- (2) Learning and Career Exploration, and
- (3) Life Planning and Development.

1. Self-Knowledge and Personal Development

Competency I: Skills to develop and maintain a positive self-concept

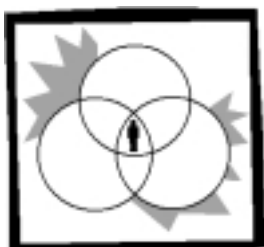
- Demonstrate an understanding of positive self-concept.
- Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
- Identify achievements related to work, learning, and leisure, and their influence on self-perception.
- Demonstrate a realistic understanding of self and personal strengths.

Competency II: Skills to develop and maintain effective self-management behaviors

- Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
- Identify symptoms of stress and appropriate coping skills.
- Demonstrate skills to identify and overcome self-defeating behaviors.
- Demonstrate skills in identifying support and networking arrangements (including role models).
- Demonstrate skills to manage time and financial and personal resources.
- Demonstrate skills in negotiation, problem solving, and conflict resolution.
- Assess motivation, expectations for employment, and perceptions of one's self as a participant in the work force.
- Understand the impact of addictive and abusive behavior.

Competency III: Understanding of developmental changes and transition

- Describe how interests and aspirations change over time.
- Describe physical changes that occur with age and work performance adaptations which can accommodate these.
- Identify external events (e.g., divorce, disability, family illness, birth of a child) that may require multiple life changes.
- Recognize symptoms and stages of grief, loss, and depression and identify sources of assistance.
- Understand and demonstrate skills to balance leisure time, responsibilities of family life, and working conditions (e.g., travel, shift work, seasonal work) on one's life.



2. Learning and Career Exploration

Competency IV: Skills to locate, evaluate, and interpret career information

- Identify and use current career information resources (e.g., the Internet, computerized career information systems, print and video media, mentors).
- Identify occupations of interest and determine the duties, work settings, wages, outlook, and preparation necessary, and other related characteristic Information.
- Identify risks and rewards of self-employment.
- Describe factors that contribute to high quality career information (e.g., current, accurate, and unbiased).
- Describe information related to prospective employers, organizational structures and employer expectations.

Competency V: Skills in exploring programs related to occupations of interest

- Identify educational programs related to occupations of interest and determine the admission requirements, typical course work, graduation requirements, and other related program information.
- Identify schools offering educational programs of interest including their location, contact person, and cost.
- Identify various types of financial aid including scholarships that may be available.
- Identify additional opportunities delivered by alternative methods (e.g., Web-based classes, distance learning, independent study).

Competency VI: Skills to enter and participate in education

- Identify present educational achievements and prior learning experiences.
- Demonstrate effective study skills and test taking abilities.
- Develop an educational plan to achieve career goals.
- Identify barriers to education (e.g., financial, personal, physical).
- Identify and utilize community resources to support education (e.g., child care, public transportation, health service).

Competency VII: Skills to participate in work and life-long learning

- Describe how educational achievements and life experiences relate to occupational opportunities.
- Demonstrate skills in assessing possible outcomes of specific career-related actions over time.
- Determine how changing preferences can affect career goals (e.g., values, work environment).
- Explore and engage in ongoing professional development for improving, maintaining, and expanding employment opportunities.

Competency VIII: Understanding of how the needs and functions of society influence the nature and structure of work

- Describe the importance of work as it affects values and life styles.
- Describe how society's needs and functions affect occupations.
- Describe occupational, industrial and technological trends as they relate to educational programs and employment opportunities.
- Demonstrate an awareness of how the world economy affects the individual and the work they do.

3. Life Planning and Development

Competency IX: Skills in the career planning process

- Demonstrate skills in realistically assessing occupational opportunities (e.g., employment, advancement, benefits and retirement).
- Demonstrate skills in using self-knowledge of work to develop career goals.
- Analyze options, define career expectations and establish short- and long-term career goals.
- Identify specific strategies to accomplish career goals including knowledge, skills, and abilities necessary for success in preferred occupations.
- Demonstrate abilities to create an action plan to network, negotiate, and utilize mentoring in career development.

Competency X: Skills to make career decisions

- Describe personal criteria for making decisions about education and career goals.
- Describe the effects of education, work, and family decisions on individual career decisions.
- Identify personal and environmental conditions that affect decision making.
- Prioritize and articulate personal values related to career decisions.

Competency XI: Understand the diversity in today's work force

- Identify recent changes in norms and attitudes related to a diverse work force.
- Identify trends in the diverse composition of the work force (e.g., gender, ethnic groups, age) and assess implications for one's own career plans.
- Identify disadvantages of stereotyping occupations and workers.
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

Competency XII: Skills for locating, maintaining, and advancing in a job

- Identify placement support services that are available through educational institutions, public and private agencies, and Internet resources.
- Demonstrate skills to prepare an error-free resume, letter of introduction, and job application.
- Demonstrate and articulate skills and abilities essential for a successful job interview.
- Demonstrate knowledge of what qualities employers look for in employees.
- Identify potential employers and obtain information (e.g., benefits, contact person, hiring practices).
- Identify strategies to support career advancement (e.g., on-the-job training, continuing education, performance ratings, mentors).

Competency XIII: Skills to make career transitions

- Identify transition activities (e.g., reassessment of current position, job loss or other occupational change) as a normal aspect of career development.
- Describe strategies to use during transitions (e.g., networks, stress management).
- Describe skills needed for self-employment if appropriate (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
- Describe the skills, knowledge, and resources needed for pre-retirement planning.
- Develop an individual career plan, periodically updating information and adding options for short- and long-term career choices.